

Orchard Day Nursery

Inspection report for early years provision

Unique reference number EY219783
Inspection date 12/11/2008
Inspector John Vernon

Setting address Orchard Street, Wolstanton, Newcastle under Lyme,
Staffordshire, ST5 0BU

Telephone number 01782 611574

Email

Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Orchard Day Nursery originally opened in 1987 and was registered under new management in 2002. It operates from a detached, two storey property in the middle of Wolstanton town centre. The nursery serves the local community and surrounding areas. There are three steps into the property. Pre-school children are accommodated on the first floor with access to three rooms, children under three years are accommodated on the ground floor in age-appropriate groups. The nursery is registered to care for a maximum of 40 children at any one time on the early Years Register and the compulsory part of the Childcare register. In addition the nursery is registered on the voluntary part of the Childcare Register for children over eight years. The nursery is registered to care for children receiving nursery education funding.

Children attend for a variety of sessions and the nursery supports those with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery is open each weekday from 07:30 to 17:30 for 51 weeks of the year excluding Bank Holidays. The nursery accommodation is over two floors with steps up to the main entrance. There is a temporary ramp to the ground floor available on request. All children share access to a secure enclosed outdoor play area.

There are nine full-time staff including the manager. The manager has a Level 4 qualification and five other members of staff hold a Level 3 qualification. The nursery employs a part-time cook. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Children in the Early Years Foundation Stage (EYFS) have their individual needs met effectively. The environment is welcoming and stimulating and there is a good variety of resources available to help all children learn and develop. Procedures implemented to promote health and safety work well in practice. The management have appropriate systems in place to identify strengths and areas for improvement with action plans devised and implemented in order to promote better outcomes for children. Partnerships with parents are good and management are continuing to build and develop relationships with other settings in the local area.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- take steps to revise and develop the Equality of Opportunity Policy in line with the requirements of the Early Years Foundation Stage Statutory Framework, with particular regard to how the policy is implemented.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact with each child. (Safeguarding and promoting children's welfare)

26/11/2008

The leadership and management of the early years provision

Staff work well as a team and attend regular staff meetings. These meetings are used as a vehicle to share good practice. They also offer an opportunity to have meaningful input into the self-evaluation process along with the development of the welfare and learning of the children. Staff have a good understanding of the nursery's strengths and areas for improvement and are enthusiastic about their role in making improvements happen.

Recruitment and vetting procedures of staff work well in practice. Management ensure that staff have completed appropriate checks and clearances to ensure the welfare of children. Overall, documentation is suitably maintained. Detailed policies are in place and these are displayed for parents to view in the entrance hall. Registration forms are completed for each child prior to starting at the nursery. The staff have a good relationship with parents and detailed information on routines is gathered to ensure individual needs are met. However, currently the nursery does not collect information about who has legal contact with each child. Displays of photographs showing the children at play are shown on walls throughout the nursery so that parents can share what children have been learning. Staff work in conjunction with other agencies to ensure individual needs of children.

Staff demonstrate a good knowledge of how to safeguard children from harm. A written safeguarding procedure is in place which ensures that staff are up-to-date with current local safeguarding procedures so any concerns about children in their care can be addressed properly. Risk assessments are in place, reviewed and updated as required on a regular basis.

Support for children with learning difficulties and/or disabilities is good and inclusion is effectively promoted across the provision. However, currently the nursery's equal opportunities policy has not been updated in line with the requirements of the EYFS statutory framework.

The quality and standards of the early years provision

The nursery effectively promotes children's welfare, learning and development. Children relish their time at the setting. They are confident, happy and enthusiastic to partake in very good opportunities to play and learn. Children share warm relationships with each other and with staff. This is as a result of the considerable commitment staff make to ensuring they feel welcome.

Staff have recently introduced a new system for planning children's learning

through play in all rooms. Staff are making effective use of the EYFS documents to help them plan a wide range of activities and track children's progress. Staff complete regular observations which give a picture of what children can do and identify the next steps in their learning. These next steps are incorporated into future planning and the outcomes of these activities again evaluated.

Children enjoy a wide range of stimulating experiences that encourage their intellectual and creative development. The play environment is well organised and children's preferences are respected as they move freely around the setting to access resources and activities of their choice. Children are given very good opportunities to learn about what is right and wrong. They are beginning to understand that their actions, along with the actions of others, have consequences. Staff act as good role models and are consistent in reinforcing the importance of everyone working together and helping each other. Positive actions are rewarded through the sensitive use of praise and encouragement. For instance, as children thank each other for passing cutlery during lunchtime, staff offer positive feedback saying 'how kind and helpful you are'. Consequently, children have high levels of self-esteem.

Staff enthusiasm and interaction helps children to develop very positive attitudes to learning. Staff are attentive and take time to listen to what the children have to say. Consequently, children's interests are taken as a lead in how they will learn. Staff have the confidence to 'go off plan' and spontaneously organise activities which capture the children's interests at that moment. Such examples include drawing bugs, snails and spiders, converting the role play area to a café and making 'dark' pictures in response to the shorter winter days.

Throughout the nursery, children enjoy a wide range of stimulating experiences that encourage their intellectual and creative development. Consequently, they make good progress across all six areas of learning. For example, during walks to the Dingle or investigating street furniture such as lamp-post and grit boxes, children see, discuss and find out more about the immediate world around them. Taking trips to meet people who help us such as the local postman and mayor enable children to understand how we all contribute positively to society.

Children explore and investigate, through adult-led activities such as looking at flowers and glitter frozen in ice or seeing how pictures can be made using paint in puddles. Also through their own role play, children use a range of equipment such as tubes and toy cars to experiment with angles and speed. Children have access to information and communication technology and have fun using a lap-top computer. Quieter activities such as reading, completing puzzles and jigsaws are also enjoyed. Very young children and babies develop their exploratory impulses as all their senses are used to investigate 'treasure baskets', water and explore with 'gloop', paint and flour paste.

Staff share pictures with older children of upturned chairs, spillages of water and broken glass to enable children to develop a great sense of their own safety. Staff ask children if they can see any dangers in the pictures which facilitates discussion to enable children to learn about keeping safe.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.